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ABSTRACT

Presented is a curriculum guide for educable mentally retarded secondary school students in Georgia which features functional academics, physical development, social skills, and prevocational and vocational skills. Included are a work-study schedule for five levels (freshman through graduate), an explanation of school and work station sites, criteria for task performance, a list of work-in positions (such as building maintenance worker and teacher aide), and hints for establishing work-out positions. Specified are guidelines for the vocational program such as student need to understand that job placement is a privilege to be earned, and for teacher monitoring of students and job stations. Offered are grade-level scheduling plans including math, reading, social studies, and occupational exploration for grade 8, and work-out site experience coupled with siminars for seniors; alternate scheduling plans for students and off-period schedules for teachers (for purposes such as planning and home visitation). Listed are regular courses for mainstreaming. Discussed are aspects of salaries such as pay, provisions, trainee criteria, and child labor provisions. Also discussed are parent involvement, public relations, curriculum materials, and learning centers. Included are a termination agreement, budget contract, a list of state laws regulating employment of children, teacher made award sheets, and evaluation forms. (MC)

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STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
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State Superintendent of Schools

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DIVISION OF EARLY CHILDHOOD
AND SPECIAL EDUCATION

SPECIAL EDUCATION PROGRAM

A LOOK AT VOCATIONAL PROGRAMMING FOR THE SECONDARY EDUCABLE MENTALLY RETARDED

APRIL 1974

EC 094457

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Then a ploughman said, Speak to us of work.

And he answered, saying:

You work that you may keep pace with the earth
and the soul of the earth.

For to be idle is to become a stranger unto the
seasons, and to step out of life's procession
that marches in majesty and proud submission
towards the infinite.

When you work you are a flute through whose
heart the whispering of the hours turn to music.

Which of you would be a reed, dumb and silent,
when all else sings together in unison?

Khalil Gibran
The Prophet (1923)

Curriculum

The curriculum of a secondary EMR program should be centered around the following four areas:

1. Functional academics
2. Physical development
3. Social skills
4. Prevocational and vocational skills

Although the physical development and social skill areas continue throughout grades 7-12, the functional academic area decreases in importance as the student progresses upward in grade level. In reverse, the prevocational and vocational skill area becomes of increasing concern and importance.

Academics

1. Reading

   a. Most jobs require little or no reading.
   b. Reading level of 2.0-3.0 is sufficient for most jobs.
   c. Ability to read specific words and phrases related to a job.

2. Math

   a. Simple addition, subtraction and grouping is sufficient for most jobs.
   b. Accuracy in use of time, money and measurement is needed.
   c. Need for accurate estimating or approximating.

3. Speech

   a. Ability to take and give simple messages.
   b. Ability to remember 2-3 verbal instructions.

4. Social Studies

   a. Specific functions - not general concepts.
      (Ex.-Electric bill - what it is for, where you go to pay bill, what a hook-up charge means - not the electric company is a public utility which the public controls.)

   b. Civic responsibilities - in specifics.
      (Ex.-How do you register to vote? Where do you go to register to vote? How do you use the voting machine?)

   c. Geography - functional.
      (Ex.-Reading a road map, climate.)

   d. History - functional.
      (Ex.-What are national holidays? What do they represent?)

5. Science - functional.

   (Ex.-How to repair frayed electric wire, how weather affects your car, human body, first aid, birth, reading a thermometer, prescription drugs, family planning, sex education, etc.)

Physical Development

Of significant importance in almost every job are the physical demands of:

1. strength
2. speed
3. coordination
4. endurance
5. pacing

Social Skills

Acceptable interpersonal behaviors such as being charming or sophisticated are great, but of greater importance are social skills such as initiative, minding one's business and accepting correction and even abuse from the boss.

All too often, the majority of students within a class will admire and attempt to imitate the behavior of one or two leaders in the class who exhibit actions detrimental to seeking, locating or maintaining employment. Also all too often, these same behaviors can be labeled as antisocial, sociopathic, etc. No matter what the label, the behaviors tend to lead to conflicts with school officials, the law and peers.

The adverse effect that these negative-negative leaders exert upon the other students can often be negated by following a sound work experience program where only positive behaviors lead to employment and money.

Prevocational and Vocational

The prevocational and vocational curriculum applies across the board to all traditional areas of the curriculum. All that is required is a change of focus on the teacher's part.

Math. Once the academic math is completed, think in terms of business, family and vocational math--savings accounts, checking accounts, income tax, social security, grocery buying, budgeting, paychecks, interest, time payments, percentage, etc.

Occupational Information. Any information that would help the student better understand and adjust to the working world--job attitudes, good work habits, time clocks, unions, application forms, interviews, how to locate jobs, unemployment compensation, welfare, personal data sheet, etc.

Family Life. How does a person adjust to family or independent living? -- marriage, child care, sex roles, buying a house, renting an apartment; paying electric bill, phone, doctors and dentists; riding a bus; life, health and home insurance; dating; consumer information; constitutional rights, etc.

Driver Education. Since these students are going to drive whether they have a license or not, it becomes the job of the teacher to adequately prepare the student--road rules, road signs, parts of car, care of car, buying a new and old car, auto insurance, car registration, car inspection, practice driving, learner's permit, driver's license, etc.

Remember: You can talk your local highway patrol into giving the test orally.

Leisure Life. Focus on lifetime sports--swimming, bowling, croquet, badminton, tennis, handball, dancing, fishing, boating, archery, ping pong, horse shoes, darts, pool, nature study, camping, roller skating, ice skating, bicycle riding, golf, miniature golf, water skiing, snow skiing, horseback riding, pinochle, cribbage, checkers, monopoly, scrabble, charades, solitaire, collecting bottles, stamps, coils and other items, etc.

Reading. Vocationally oriented--reading newspaper, popular magazines, work oriented literature applying to the job, etc.

Home Economics and Vocational Courses. The teacher may have to supplement the regular education courses--sewing, cooking, home maintenance, carpentry, masonry, mechanics, agriculture, ironing, etc.

Remember: These skills apply to both male and female students.

Occupational Exploration. Emphasis on career exploration--Types of jobs in community through readings, newspapers, video tape, filmstrips, field trips, etc.; value of each and every occupation; realistic aspirations of their employment potential, etc.

Proposed Vocational Program

Level I - Work-in station of approximately one hour any time of the school day.

Freshman

Student primarily involved in academic program; does receive occupational orientation.

Level II - Work-out station of approximately one hour, preferably during first or last period of day.

Sophomore

Student finishes academic program; emphasis on occupational skills.

Level III - Work-out site of approximately 1/2 day, usually during last half of school day.

Junior

Strong emphasis on accompanying vocational skills; usually no academics.

Level IV - Work-out site of full school day with either a weekly or bi-weekly seminar or attendance of first period only;

Senior

No academics.

Level V - After graduation, follow-up of graduates by conducting monthly seminars.

Graduates

Work-In Stations and Sites

Work-In Station - A station around the school (either your school or a nearby school) in which the student works for a definite span of time and then rotates to another job station at the end of that period.

Work-In Site - A job in the school in which the student works for an entire school year.

Establishing Work-In Positions

1. Have the student report for work at the same time each day.
2. The student should have a regular schedule or routine at work in which he basically performs the same tasks each day.
3. Establish a "boss" for that work station. The student reports to that boss and receives his work duties only from him.
4. Before the program begins, hold meetings with the bosses of each job station to help determine the duties the students will perform, to elicit their support, to explain the program, etc.
5. Work with each boss to develop a checklist for evaluating the students' work habits, attitudes, performance, etc.
6. Make it clear with student and boss that the student will be graded for his work performance, attitude, etc., and that although this responsibility lies basically with the boss, there will be a meeting of boss, teacher and student at the end of each grading period to determine grade and provide feedback.
7. The student may or may not be paid for work-in stations.

1. Building Maintenance. The students may assist the custodial staff in a variety of tasks, such as dusting, emptying waste baskets, cleaning windows, arranging desks and chairs, sweeping, mopping and waxing.

2. Grounds Maintenance. This may include picking up litter, raising or lowering the flag, cutting the grass, caring for the flowers, shrubs, etc. and removing snow or ice.

3. Cafeteria or Food Service. Unloading and storing food, shelving materials, putting out milk, removing garbage, cleaning tables, filling salt and pepper shakers, supplying the serving line and serving from the line are some of the jobs which can be learned by students.

4. Office Services. Collecting attendance slips, taking messages, unloading and storing supplies, putting stamps on letters, distributing bulletins, distributing locker keys, recording attendance, serving as hall monitors, running the mimeograph machine, and simple filing may be done by these youngsters.

5. Teacher Aides. Helping young children with their wraps, assisting at recess, decorating the room, keeping the blackboards clean and reading stories to children can be of great training worth to these retarded young people.

6. Stock Room. Unloading and stocking, storing, delivering and cleaning are all good training activities.

7. Library. Pasting, dusting, mending, caring for magazines, collecting books and stacking can all be learned by the retarded.

8. Visual Aids. Delivering films and strips, setting up the equipment, caring for the equipment, threading and running projectors and collecting equipment are tasks within the capabilities of these youngsters.

9. Physical Education and Recreation. Issuing equipment, inflating balls, setting equipment for classes and storing equipment after classes may be some of the tasks these youngsters can do. Being managers of athletic teams is an excellent integrational activity.

10. Music Room. Setting stands, storing and getting out equipment and repairing or caring for sheet music are within the range work of these youngsters.

11. Art Room. These young people can assist the art teachers by cleaning and caring for the equipment, preparing clay, running the kiln, and in a variety of other activities. Participating as stage hands for plays may be part of this assignment.

Work-Out Stations and Sites

Work-Out Station - This is a job in the community in which the student works for a definite period of time (six weeks if your school runs on a six-week period, a quarter if your school runs on a quarter schedule, etc.) and then rotates to another job site at the end of that period.

Work-Out Site - This is a job in the community in which the student works for an entire school year either on a part-time or full-time basis.

Initiating Work-Out Program

1. Survey of businesses in community

   a. Follow up with perdonal visit.
   b. Have response sheet for business to reply.

2. Advisory committee of:

   a. Businessmen
   b. Service club representatives
   c. Community leaders

   Committee can help find job sites and stations, disseminate information, provide feedback, make suggestions, etc.

3. Personal contact with employers.

Hints for Establishing Work-Out Positions

1. When talking with a prospective employer, sell an individual worker (student) and only inform of the program.

2. When talking about an individual student, stress his work skills and habits--not his academic performance.

3. If your initial contact with an employer is by phone, your emphasis is in gaining a personal face-to-face meeting so don't give out so much information that this is not needed. Remember: It is easier to say no over the phone than in person.

4. Be aware of all community agencies that deal with the handicapped.

5. Remember your guidance counselor and principal. Many jobs are referred to their office.

6. Make sure your first placement is successful for the employer.

7. Remember that some businesses promote workers according to seniority.

8. Never let a student be fired or quit unless you are involved. Be sure to make this fact known to both employer and student before placement. Make this arrangement with the employer in the absence of the student and vice versa.

Guidelines of Vocational Program

1. Student must understand that this is an educational program--it is not just an opportunity to earn money to buy a car, clothes, etc.

2. Student must understand that job placement is not automatic but a privilege which he must earn.

3. Student must understand that before he can be placed in the community he must develop certain work skills and habits and demonstrate them in the work-in program. Be specific. List each skill or behavior he must demonstrate and the period of time it must be demonstrated.

4. Student and employer must understand that if he quits school he loses his job. However, if he completes program he may continue his last job placement if both he and employer agree.

5. Student must understand that even though the money he earns is his, he must follow a budget that he works out with his teacher and parents.

6. Time spent in employment during the school day is regarded as time spent in school, and regular attendance is required at both school and job.

7. Student must notify the employer and school if illness or emergency prevents him from reporting to work.

8. Parents and student sign permission to enter work-study program.

9. Have the local newspaper, television or radio perform spots or articles in which recognition and thanks are given to specific employers for their participation in the program.

10. Have an annual banquet to which employers, students, parents and school personnel are invited and at which each employer will be honored with either a certificate or plaque for participation in the program. This banquet should be free to the employers, with the students paying their cost.

11. As much as possible, frequent the businesses and purchase the commodities you normally buy, such as gas, food, clothes, etc., from participating employers. Encourage your fellow teachers and friends to do the same.

12. Stay out of teachers' lounge during off periods.

Monitoring

Students and job stations must be monitored on a rather frequent basis if the teacher is to be expected to provide necessary classroom support and guidance.

Types of Monitoring

Regular or Scheduled. A visit should be made to each job station or site a minimum of once every two weeks. This schedule should be made in advance with the employer so that both he and the student(s) know the day and time you will arrive.

The major purpose of this visit is communication with the employer concerning the student's progress, gaining information as to the specific skills the student needs to learn in the classroom, and providing support, encouragement and an open ear to the student.

More frequent visits will be necessary when a student first begins a new job and particularly when the student is the first for the employer.

Spot. Unscheduled or unannounced visits need to be made on a variable interval schedule. The purpose of these visits is the same as for scheduled monitoring, with the additional advances that an unscheduled visit affords.

Grade. Since a grade is provided for the hours at work, the teacher needs to make a visit toward the end of the grading period so that a short conference can be held first with the employer and then with the employer and student. Checklists should be reviewed, feelings discussed, and a grade assigned in the presence of all. Generally, this grade will be high since the student would have been removed from the job if his work habits and attitudes were unsatisfactory.

Suggested Scheduling

Grade Eight

Period I	Math
II	Reading-English
III	Social Studies
IV	Planning Period
V	Occupational Exploration
VI	Reading-English

At least two periods of the day, students should be Mainstreamed--should include P.E., Home Economics, Shop, Art, etc.

Students can be placed in work-in station at this point. However, if this is done then the work-in station for the freshman year should either become a work-in site or pay should be given student.

Freshman

I	Mainstream
II	Math-Reading
III	Occupational Exploration
IV	Social Studies
V	Mainstream
VI	Work-In Station

It may be impossible to schedule the work-in station during Period VI. If this occurs, Mainstream for Period VI and schedule work-in station another period.

Sophomore

I	Occupational Information
II	Occupational Math & Reading
III	Mainstream
IV	Science-Health
V	Mainstream
VI	Work-Out Station

It may be impossible to schedule the work-out station during Period VI. If this occurs, Mainstream for Period VI and schedule work-out station another period.

Junior

I	Occupational Information
II	Occupational Math & Reading
III	Mainstream
IV	Work-Out Site
V	Work-Out Site
VI	Work-Out Site

Notes: If student has not yet had Driver Education, the Period III Mainstream will be his last opportunity.

Occupational Information would include Family Life activities.

Senior

I	Work-Out Site
II	Work-Out Site
III	Work-Out Site
IV	Work-Out Site
V	Work-Out Site
VI	Work-Out Site

Seniors may attend Period I for Homeroom and daily seminar.

A weekly seminar can be held the hour preceding Period I.

A weekly seminar can be held during Period V or VI if all students can attend.

A weekly seminar can be held at night.

Alternate Scheduling

Perhaps the prime rule in scheduling students for the work-in and work-out stations and sites is flexibility. It may happen that you have eight juniors ready for a half day work-out site but only four placement positions. Or it may happen that a junior is placed on a job in the morning and is at school in the afternoon.

Because of the many possible individual situations that will arise, the teacher and administrators must be flexible and creative concerning scheduling for each student.

Below are three possible alternate schedulings.

Alternate Week Scheduling

If the student or job situation dictates a modification, a student may work for one week and come to school the next week, while being replaced by another student. This results in a flip-flop situation with two students participating in the same job but during alternate weeks.

Co-Op

If a student or students is not ready for full-time continuous placement, a version of the college co-op plan can be used. In this plan a student works on a full-time job for six weeks (10 weeks if on quarter system) and returns to school for the next six weeks. During each six-week period in school, the student learns additional competencies specifically related to his job which will enable him to assume additional responsibilities upon returning to work.

This concept is somewhat different than the normal work experience program and requires closer communication and cooperation between employer and school. The employer participates to a much greater degree in specifying the competencies the student will need to learn each six-week period.

Alternate Work Time

A senior may not be able to be placed in a position that begins at 8 a.m. and ends at 5 p.m. If this is the situation, then placement in a position whose hours are from 12 p.m. - 8 p.m., 1 p.m. - 9 p.m., 3 p.m. - 11 p.m., etc. becomes an alternate and acceptable plan as long as federal and Georgia Child Labor Laws are followed.

If this type of placement becomes necessary, the student (senior) should not be penalized by being forced to attend school during the regular school hours since, in effect, his school-work day begins when he starts work.

Off Periods

A secondary teacher should have at least two consecutive periods (hours), usually at the end of the school day in which he does not face students in the special education classroom.

Activities During Off Periods

1. Class or individual planning.

2. Arranging for speakers, trips, media services, etc.

3. Locating job sites and stations.

   a. Speaking to local service clubs
   b. Talking with individual businessmen
   c. Meeting with advisory committee

4. Monitoring students at work-in and work-out stations and sites.

5. Consulting with regular education teachers who have special education students in their classes.

6. Monitoring student's progress in his regular education courses.

7. Providing transportation, only when essential, for students to reach job sites. Signed parental permission must be obtained and excess liability insurance obtained.

8. Home visitations.

9. Visiting other secondary programs.

Arranging Off-Period Schedules

Since virtually all of your seniors will be working all day, juniors will be working 1/2 day and sophomores and freshmen may have their hour of work during this time and/or their regular education classes at this time, there should be no difficulty in clearing these two hours.

Itinerant Travel

Since the Georgia Department of Education considers the high school EMR teacher who performs the above duties as an itinerant teacher, the local school system will receive funds to reimburse the teacher for travel.

Mainstreaming

Regular courses from which students may benefit:

1. Home Economics
2. Vocational Education Programs - PECE, CVAE, etc.
3. Shop Courses - carpentry, masonry, mechanics, etc.
4. P.E.
5. Art
6. Music
7. Typing
8. Driver Education
9. Academic Courses

No one special education student will benefit from all of these regular education classes. Likewise, all special education students will not benefit from any one particular regular education class. For example, all males will not have the aptitude or interest for auto mechanics nor will all students have the coordination or reaction time necessary to drive an automobile.

Each special education student has his individual interests and strengths and should be placed only in those courses from which he can benefit.

Salary

Any student who is adequately performing work for which the employer would be obligated to pay a salary to another individual for performing the same work must be paid a minimum wage of $1.90 per hour as of May 1, 1974; $2.20 as of January 1, 1976; $2.30 as of January 1, 1977. This applies to both work-in and work-out sites.

Exceptions

Generally speaking, tasks performed by students in special schools or classes for the mentally handicapped or retarded as a part of the school program to provide activities of therapeutic value for the handicapped student and to develop such capacities as he may have for doing useful things and, to the extent possible qualifying for gainful employment, will not be considered as work of a kind requiring a school student to be considered an employee of the school conducting the program for purposes of the Fair Labor Standards Act. Following are the conditions under which an employment relationship initially will not be asserted:

(1) The activities are basically educational, are conducted primarily for the benefit of the participants, and comprise one of the facets of the educational opportunities provided to the students. The student may receive some payment for his work in order to have a more realistic work situation, or as an incentive to the student or to insure that the employer will treat the student as a worker.

(2) The time in attendance at the school plus the time in attendance at the experience station (either in the school or with an outside employer) does not substantially exceed the time the student would be required to attend school if following a normal academic schedule. Time in excess of one hour beyond the normal school schedule or attendance at the experience station on days when school is not in session would be considered substantial.

(3) The student does not displace a regular employee or impair the employment opportunities of others by performing work which would otherwise be performed by regular employees who would be employed by the school or an independent contractor.

The shift to an employment relationship may occur shortly after the placement or it may occur later. As a general guide, work for a particular employer, either a private employer or the school, after 3 months will be assumed by Wage-Hour to be part of an employment relationship unless the facts indicate that the training situation has not materially changed.

Thus, if the conditions which warranted the finding that the student is not considered an employee continue, he may remain for a period of time as a trainee rather than an employee. On the other hand, if after the three-month period the training aspects are subordinated and the work aspects clearly predominate, he will be considered as an employee.

Trainees

The Supreme Court has held that the words "to suffer or permit to work", as used in the Act to define "employ", do not make all persons employees who, without any express of implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under The Fair Labor Standards Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all six of the following criteria apply, the trainees or students are not employees within the meaning of the Act:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spend in training.

Child Labor Provisions

(1) A child, aged 14-15, may not work before 7:00 a.m. or after 7:00 p.m. (9:00 p.m. during summer - June 1 through Labor Day).

(2) The same child may not work more than 3 hours per day or 18 hours per week.

(3) The same child may not work during school hours. However, this does not apply to official training stations.

Subminimum Wages:

Handicapped Worker Certificate

Subminimum wage certificates may be issued for the employment of children enrolled in school-work experience programs to increase employment opportunities for retarded and other handicapped children. These programs generally involve employment in regular industry for a limited period of time either to condition the individual for employment generally, or as a try-out for regular employment in a particular establishment. This program includes children who are handicapped within the meaning of the

Fair Labor Standards Act; i.e., by reason of mental or physical deficiency or injury. The program may consist of a half day at work and a half day at school, or alternate weeks of school classes and employment. The school classes may include such courses as proper grooming, proper care of clothing, how to apply for a job, and the like, as well as such courses as remedial reading, mathematics, etc., generally geared to a lower level than is normal for the age group.

Under this program, the school officials responsible for the program could act as representative for the employer in applying for the handicapped worker certificate, although the employer must sign the application Form WH-222. A separate application should be completed for each worker. In these cases, however, Items 9, 10, 13, 14 and 15 of the application form need not be completed. To obviate any detrimental reaction which might be occasioned in completing Item 12, "Describe nature of the handicap in full", especially for mentally retarded students, this may be handled by entering only the numerical figure which represents the individual's IQ, or some other code system which the school authorities would like to develop with an explanation of the identification, or code system, set out on a separate sheet submitted to this office with the application.

Section 524.8(c) of the regulations provides that the wage rate set in the certificate shall be no less than 75 percent of the applicable minimum wage under Section 6 of the Act unless after investigation a lower rate appears to be clearly justified, and in no event shall such wage rate be less than 50 percent of the applicable minimum wage under Section 6 of the Act.

If you believe the handicapped worker certificates would be appropriate in these cases, you may make application on Forms WH-222, following the procedure outlined above. If such applications are submitted, you should furnish a brief outline of the Work-Study Program in which the students will be enrolled. These applications must be completed in quadruplicate and submitted in duplicate. One copy is for the employer, and one copy for the worker which the school may keep on file.

Parent Involvement

For a work study program to succeed, you must have the full cooperation of every parent. Therefore, a complete explanation of the program must be provided to the parents.

There are three approaches to disseminating this information.

1. Brochure to be sent home
2. Parent-teacher conference
3. Home visit.

The most preferable of these is, of course, the home visit.

Hints on Home Visits

1. Make sure the meeting is scheduled in advance.
2. When you visit a student's home, you are a guest and therefore should act like one. Please do not be condescending no matter how different their life style is from your own.
3. Dress in a manner that will make the parents comfortable.
4. If a parent offers you coffee, dinner, etc., accept if possible.
5. Provide as much positive reinforcement about their child as possible.
6. Give parents brochure about program and go over point by point.
7. During first visit, secure parent signature for student to enter work experience program, parent signature for budget contract, and parent signature for transportation form if necessary.
8. If possible, carry video tape equipment which demonstrates the entire program.
9. Don't overstay your welcome.
10. Invite parents to school to visit the classroom or work station.

Public Relations

The one thing you must do to have a program at all, let alone a successful program, is to elicit support from all school personnel, parents, community and students. You must sell your program before and after it gets started.

Hints

1. Allow yourself enough time for planning your program before you initiate it. Three to four months should suffice but a longer period may be needed.

2. After your initial outline of the program, involve your principal, superintendent, curriculum director, special education consultant and other administrators in developing the program. Anyone who invests time in a program has a stake in its success.

3. After meeting with administrators, involve the highly respected teachers in your faculty. These teachers are not necessarily the department heads.

4. Establish your advisory committee of businessmen, teachers, administrators and parents. Locate your job sites and stations through them.

5. Develop a brochure for parents.

6. Present entire program to faculty.

7. Secure parental permission and support.

8. Involve your special education coordinator at all phases in which you need support.

9. Your counselors, school cafeteria head, custodians, etc., should be involved in planning of any facets of the program in which they will be involved.

Only by being a good public relations person can you make your program successful.

You will find that by following the above guidelines students will no longer mind being in the special education class and will actually desire to be in the program.

Curriculum Materials

Because of the nature of a pre-vocational or vocational program, commercial materials costing a great deal of money are not needed. Most of the competencies needed by the students can be taught by use of teacher made materials or free materials found in the community. For example, a local bank will provide all of the free checks, deposit slips, etc., needed to teach banking skills. Insurance companies will provide free literature, speakers, etc.

In your purchase of commercial materials, be careful to buy those materials which you cannot either make or obtain free of charge.

Because of this, a relatively poor system can have materials as beneficial as those of a rich system.

Learning Centers

The more attractive, stimulating and individualized a teacher can make her classroom, the greater the likelihood that a student will want to enter and stay in that classroom. One way to achieve this goal is to adopt elementary education's idea of learning centers.

Once a teacher has changed from an academic program to the vocational program, the easier it has become to establish learning centers. The reason is simply that you can now more easily identify individual competencies which a student must possess to live independently. A center for budgeting, one for drivers signs, one for application blanks, etc., can be initiated using a variety of books, tapes, pamphlets, filmstrips, etc.

Be creative; be individual; be a professional.

Termination Agreement

Let it be known and agreed by all parties below that the employer, _____, whose place of business is _____, has the full and normal authority to dismiss, discharge or temporarily terminate any student of _____ (Name of School) who is or will participate in the special education work-experience program.

However, let it also be known and agreed by all parties below that the employer, _____, agrees to contact and discuss any problems with _____, the teacher/supervisor of the work-experience program, at least 24 hours prior to dismissal, discharge or temporary termination.

The above paragraph is in no way intended to usurp any of the employer's normal powers to employ or discharge any employee. It is written so that a fuller understanding of the unique program in which the employer has agreed to participate can be achieved by all parties concerned.

This contract terminates when the student completes his/her high school education.

_____ Signature of Teacher/Supervisor

_____ Signature of Principal

_____ Signature of Employer

_____ Date

Contract Not to Quit

I, _____, promise not to quit or to walk off my job at _____ unless I first talk with my teacher, _____, and tell him why I want to quit.

_____ Signature of Student

_____ Signature of Teacher

_____ Signature of Principal

_____ Date

Agreement Not to Hire

I, _____, agree not to employ on a full-time or part-time basis any student who is or who will be in the special education work experience program who terminates his schooling before completing his/her high school education.

Let it also be understood that the employer has the right to employ any other student, including special education students not enrolled in the work experience program, according to child labor regulations.

Let it also be understood that the employer may hire on a full-time or part-time basis any former work experience student who has completed his high school education if employment is agreeable to both employer and employee.

_____ _____

Signature of Employer Signature of Teacher

_____

Date

- -

School-Work Contract

I, _____ _____, understand that if I quit school before I graduate I will lose my job at _____.

However, if I graduate and if my employer agrees, I can keep my last job before I graduate. If I don't want to work at my last job, my teacher, _____, will help me find another one.

_____ _____

Signature of Student Signature of Teacher

_____ _____

Signature of Principal Date

Budget Contract

Let it be known that all the people who sign below agree that the budget contained in this contract will be followed by the parent, student and teacher.

Let it also be known that this budget is in force until a job change, pay raise or a change in the number of hours worked per school day takes place. At that time a new budget must be agreed to and signed by all parties.

Let it also be known that a change in the budget can take place at any time if agreed to and signed by all parties.

Item	Percent	Amount
Rent		
Food		
Clothes		
Transportation		
Doctor & Dentist		
Savings		
Entertainment		
Lunch		
School Supplies		
Work Supplies		
Miscellaneous		

Signature of Parent or Guardian

Signature of Student

Signature of Teacher

Date

THREE-WEEK PROJECTED CALENDAR

NAME_____ SCHOOL_____ INCLUSIVE DATES_____

	Date	In Class	Out of Class	(If Out of Class) Purpose of Trip	Location	Telephone #	(If in Class) Duties Performed
Mon.		5					
		6					
Tues.		5					
		6					
Weds.		5					
		6					
Thurs.		5					
		6					
Fri.		5					
		6					
Mon.		5					
		6					
Tues.		5					
		6					
Weds.		5					
		6					
Thurs.		5					
		6					
Fri.		5					
		6					
Mon.		5					
		6					
Tues.		5					
		6					
Weds.		5					
		6					
Thurs.		5					
		6					
Fri.		5					
		6					

GEORGIA LAWS REGULATING EMPLOYMENT OF CHILDREN

54-301. Minimum age; in general.--No minor under 14 years of age shall be employed, permitted or suffered to work in any gainful occupation at any time: Provided that this law shall not be construed to apply to the work of a minor in agriculture, domestic service in private homes, or in employment in private homes, or in employment by a parent or a person standing in place of a parent.

54-302. Same; for work in mills, factories, and the like, and in hazardous occupations.--No child under 16 years shall be employed by or permitted to work in or about any mill, factory, laundry manufacturing establishment or workshop nor in any occupation which has been designated as hazardous in accordance with section 54-304.

54-303. Same for work by boys in stores.--Boys 12 and 13 years of age may be permitted to work in wholesale and retail stores, provided work permits are procured as provided in section 54-310, and provided there is compliance with the provisions of sections 54-305, 54-306, 54-308, and 54-309 as to hours of work.

54-304. Hazardous machines, processes and industries.--No child under the age of 16 years shall be employed, permitted or suffered to work at any of the following occupations, or in any of the following positions, operating or assisting in operating any of the following machines: Power-driven woodworking machines; machines used in picking wool, cotton, hair or any other material; job or cylinder printing presses; boring or any other drilling presses; stamping machines used in sheet metal or tin ware, or in paper of leather manufacturing, or in washer or nut factories; metal or paper-cutting machines, corner staying machines; steam boilers; dough brakes or cracker machinery of any description; wire or iron straightening or drawing machinery; rolling-mill machinery; power punches or shears; washing, grinding, or mixing machinery; laundering machinery; nor engaged in any work in or about a rolling mill, machine shop, or manufacturing establishment, which is hazardous, or dangerous to health, limb or life; or in the proximity to any hazardous or unguarded gearing; or upon any railroad, whether steam, electric or hydraulic; or upon any vessel or boat engaged in navigation or commerce

within the jurisdiction of this State. Nor shall any child under the age of 16 years be employed, permitted, or suffered to work in any capacity, in, about or in connection with any process in which dangerous or poisonous acids are used; nor in the manufacture or packing of paints, colors, white or red lead; nor in soldering; nor in occupations causing dust in injurious quantities; nor in the manufacture or use of poisonous dyes or poisonous gases; nor in the manufacture or use of compositions of lye in which the quantity is injurious to health; nor in scaffolding; nor in heavy work in the building trades; nor in any tunnel or excavation; nor in, about, or in connection with any mine, coke breaker, coke oven or quarry; nor be employed to operate any automobile, motor car or truck; nor to work in any bowling alley, elevators, picture show machines; nor in any place or occupation which the Commissioner of Labor may declare dangerous to life and limb or injurious to health or morals of children under 16 years of age. All children who work during summer months in peach season in peach packing houses are exempt from the provisions of this Chapter.

54-305. Night work; in general.--No minor under 16 years of age shall be permitted to work for any person, firm or corporation, as defined in section 54-301, between the hours of nine o'clock P.M. and six o'clock A.M. according to the standard time of the community in which employer shall be located.

54-308. Maximum hours of employment.--No minor under 16 years of age shall be employed, permitted or suffered to work in any gainful occupation covered by this Chapter for more than four hours on any day in which school attended by said minor is in session, or more than eight hours on days other than school days, or more than 40 hours in any one week.

54-309. Employment during school hours.--No minor under 16 years of age shall be employed, permitted or suffered to work in any gainful occupation during the hours when public or private schools are in session, unless said minor has completed senior high school.

54-310. Employment certificates; requirement, insurance.--No child between the ages of 14 and 16 years of age shall be employed by or permitted to work for any person, firm or corporation, as defined in section 54-301, unless and until a certificate showing the true age of such child and that such child is not less than 14 years of age and is physically fit to follow the employment sought to be obtained, shall be issued by the superintendent of the schools (or by some member of his staff authorized by him in writing) in the county or city where said child resides. A like certificate shall be issued in cases of all children between the ages of sixteen and eighteen.

54-314. Same, return by employer after termination of employment; new certificate thereafter.--Upon the termination of the employment of any child between 14 and 16 years of age, the employer knowing of such termination, the employer shall return within five days the employment certificate to the authority issuing same, and thereafter a new certificate shall be issued only upon presentation by the child of a new statement for employment. If the employer shall have no knowledge of the child's having terminated employment, but the child shall have failed to appear for work during the period of 30 days, the employer shall then return the certificate to the authority issuing same.

54-317. Same; revocation.--The Commissioner of Labor may, at any time, revoke any certificate if, in his judgment, the certificate was improperly issued. He is authorized to investigate the true age of any child employed, hear evidence, and require the production of relevant books or documents. If the certificate shall be revoked, the then employer shall be notified, and the said child shall not thereafter be employed or permitted to labor until a new certificate shall have been legally obtained. Provided, that manufacturing plants desiring age certificates for minors 18 to 21 may request certificates from school superintendents who can use discretion as to their issuance.

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
OFFICE OF FAIR LABOR STANDARDS
Room 331, 1371 Peachtree St. N.E.
Atlanta, Georgia 30309

Form Approved
OMB No. 44-R0323

FOR AGENCY USE ONLY			
AGE ☐		ORIGINAL ☐	
OTHER ☐		RENEWAL ☐	
WH-242 on file ☐		DENIED ☐	
RATE	FROM	TO	

APPLICATION FOR HANDICAPPED WORKER CERTIFICATE

INSTRUCTIONS: ALL ITEMS SHOULD BE COMPLETED.

a. This is an **APPLICATION FORM ONLY** (not a permit or certificate) used in applying for a subminimum wage certificate for a handicapped worker under the Fair Labor Standards Act, Walsh-Healey Public Contracts Act, and/or Service Contract Act (SCA). If the worker will be employed on an SCA contract of more than $2,500, supply on a separate sheet of paper attached to this application: Name of the prime contractor, contract number, dates of award and expiration, amount of the contract, applicable SCA wage determinations (including fringe benefits), type of service to be performed, and governmental agency name and location for which the service contract will be performed.

b. Four copies of this form are to be completed and then signed by both the employer and the handicapped worker. The employer should send the original and one copy of the completed form to the address shown above, give one copy to the worker, and keep one for his own files.

INFORMATION ABOUT EMPLOYER

1. Name of firm

2. Date of application

3. Address including ZIP Code, of establishment where worker will be employed

4. (a) Type of business _____
(Examples: retailing, wholesaling, manufacturing, processing, miscellaneous business services, etc.)

(b) Type of products or services _____
(Examples: men's and boys' clothing, seafood, hosiery, cigars, mail advertising, etc.)

INFORMATION ABOUT HANDICAPPED WORKER

5. Name of worker
Mr.
Mrs.
Miss

6. Date of birth

7. How long employed by firm?

8. How long at present job?

9. Home address, including ZIP Code, of worker

10. Amount firm proposes to guarantee worker in:

(a) Cash _____ per hour

(b) Reasonable cost of lodging, board or other facilities, if furnished _____ per hour *(See Reg., 29 CFR Part 531)*

(c) How long has proposed rate been in effect for this worker? _____

11. Occupation in which worker is to be employed (Describe if job title is not self-explanatory)

12. Nature of worker's disability:

(a) Describe in FULL. (Do not use vague statements, such as "nervous," "slow," etc.)

(b) Obvious ☐ Not obvious ☐ (Check one.)

(If disability is not obvious, a Report of Medical Examination Form WH-242 should be completed by a physician and accompany this application. For a renewal application submit Form WH-242 only when requested.)

(OVER - THE REVERSE SIDE OF THIS FORM MUST BE COMPLETED)

INFORMATION ABOUT EARNINGS

Note: The information requested below must be properly completed to determine the certificate rate. Action cannot be taken on this application unless all the requested information is furnished.

13. (a) NONHANDICAPPED employees in establishment during most recent week doing same type of work as described under Item 11.

(1) NUMBER OF SUCH EMPLOYEES (If none, so state)	(2) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(3) NUMBER PAID MAKE-UP TO EQUAL STATUTORY MINIMUM (If none, so state)	(4) AVERAGE MAKE-UP PER HOUR (Divide total make-up by total hours worked by employees paid make-up)
	Time work	Piece work		

(b) If the make-up paid reported in 13(a)(3) and 13(a)(4) above is the result of unusual circumstances explain.

14. Handicapped worker's earnings for most recent 4 weeks he or she worked for the employer.

(a) WEEK ENDING (Date)	(b) HOURS WORKED (Total for week)	(c) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(d) MAKE-UP PAY (Total for week added to equal authorized minimum. If none, so state.)	(e) OVERTIME PAY (Total paid for week over and above straight-time earnings)	(f) WEEKLY EARNINGS (Total gross earnings for week.)
		Time work	Piece work			

15. If worker has been employed during the above 4 weeks in an occupation other than that described in Item 11, specify occupation.

SIGNATURES OF EMPLOYER AND HANDICAPPED WORKER

16. I certify that to the best of my knowledge and belief, all statements are true and accurate.	Signature of employer or authorized official	17. Print or type name and official title
18. I have read the statements in this application and ask that the requested certificate be granted.	Signature of handicapped worker *(If worker cannot write, signature may be made by mark (X) and witnessed by another person.)*	
19. Witness. *(Required ONLY if worker's signature is made by mark (X).)*	Signature of witness.	

DO NOT WRITE IN THIS SPACE - FOR AGENCY USE ONLY

☆ U.S. GOVERNMENT PRINTING OFFICE : 1973—728-508/1263 3-1

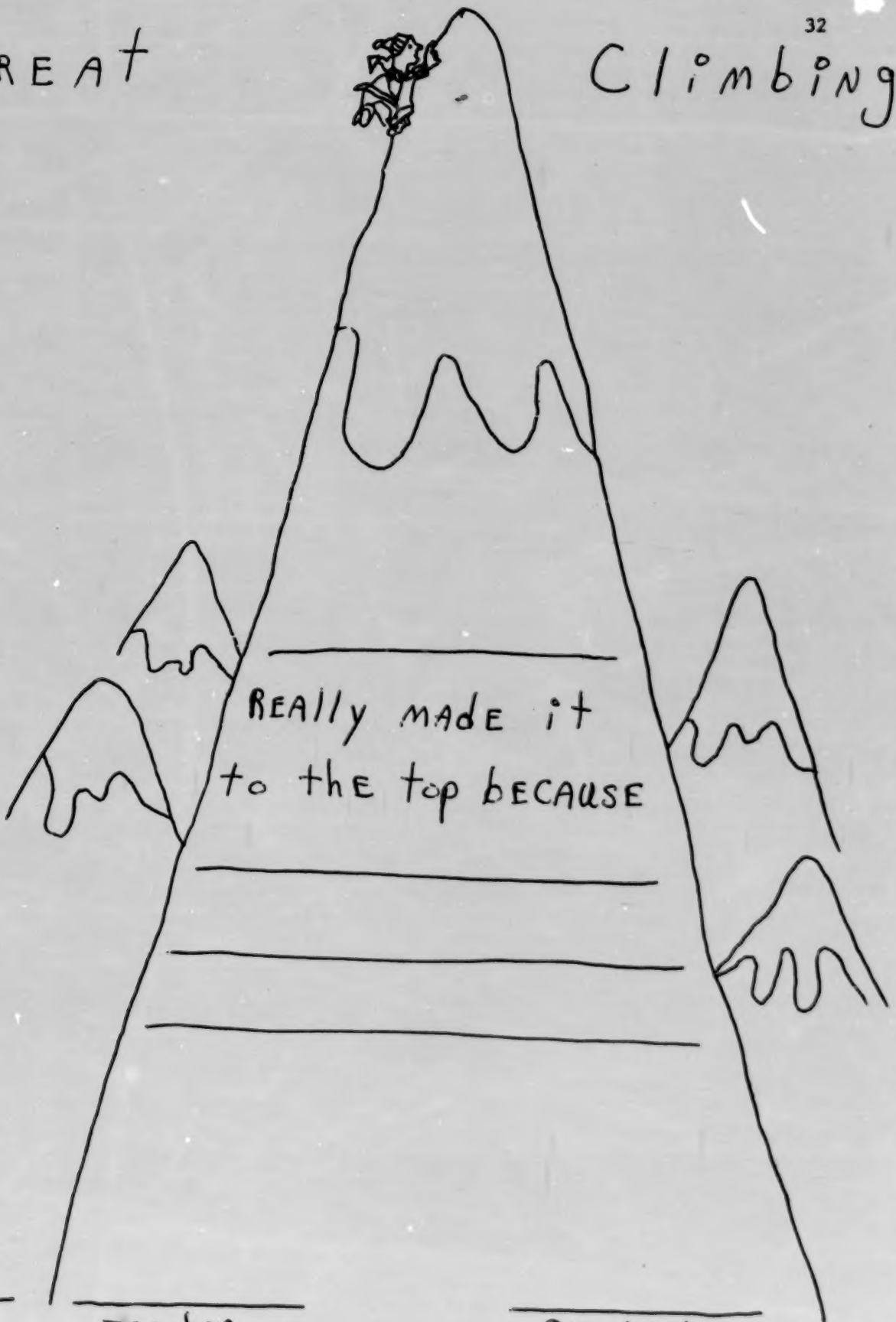
Congratulations to _____

for being on time at _____

Teacher: _____

Date: _____

GREAT Climbing



DATE _____ TEACHER _____ PRINCIPAL _____

Busy Worker Award

_____

has earned this Busy Worker Achievement Award for _____

_____

_____

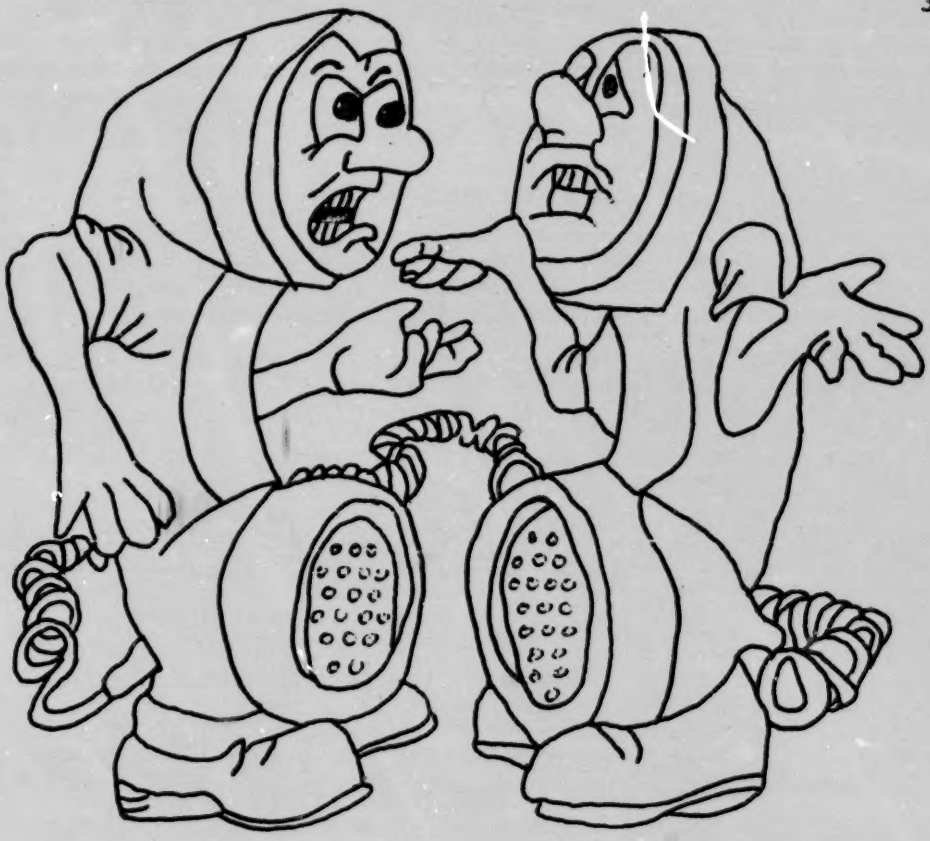
_____

_____ _____

TEACHER PRINCIPAL

_____ _____

BOSS DATE



Getting Along With the Boss Award

_____ has earned this Award of Achievement for

_____

_____

Date: _____

Teacher's Signature: _____

Principal's Signature: _____

Witness: _____

Employer's Evaluation

Student's Name_____

Firm's Name _____

Student's Job_____

Dates to which evaluation applies: From_____To_____

Please rate this student from 1 to 5 on each item that applies:

5 - EXCELLENT 3 - AVERAGE
4 - GOOD 2 - NEEDS TO IMPROVE 1 - BELOW AVERAGE

Appearance_____	Accuracy _____
Attendance_____	Does More Than Asked_____
Punctuality_____	Takes Care of Equipment_____
Attitude_____	Rules of Company_____
Dependability_____	Can Work by Himself_____
Following Directions_____	Maintains Schedules_____

Total Score_____

Remarks:

_____ _____
Employer's Signature Date

Sample Job Duty Form

EVALUATION FORM FOR CAFETERIA WORKERS

Name of Trainee _____ Period Covered _____

WORK SKILLS AND DUTIES

Rating		Comments
	Making coffee in urn	
	Making tea	
	Making hot chocolate	
	Preparing sandwiches	
	Opening cans	
	Using sharp kitchen tools	
	Serving food (counter & coffee service)	
	Pouring hot or cold liquids	
	Eliciting & completing food orders	
	Setting counter	
	Setting trays	
	Setting wagon	
	Setting tables	
	Wheeling wagon	
	Scraping plates	
	Operating dishwashing machine	
	Washing pots and pans	
	Drying silverware, pots, pans	
	Handling dishes (carrying, stacking, sorting)	
	Cleaning refrigerator	
	Keeping cabinets orderly	
	Washing table tops, sinks, etc.	
	Sweeping floor	
	Mopping floor	
	Arranging tables, chairs	
	Carrying laden trays	
	General speed	

SPECIAL ATTITUDES

	Toward serving people	
	Toward wetting hands	
	Toward handling food	
	Toward handling soiled dishes	
	Toward using matches, stove, appliances	
	Toward cafeteria work	

OTHER FACTORS

	Self-direction, initiative	
	Organization of work	
	Cleanliness & grooming	
	Freedom from allergies	

RATING: Good Fair Poor

PARENT EVALUATION

Student's name_____

Parent's name_____

Address_____Phone_____

Home school name_____

Job title_____

Employer_____

Address_____Phone_____

Please answer the following questions regarding your child's work.

1. Does your child like the work? ___yes ___no
2. Is the salary satisfactory? ___yes ___no
3. Are the hours satisfactory? ___yes ___no
4. Are you satisfied with the work your child is doing? ___yes ___no
5. Has your child's attitude changed for the better? ___yes ___no
6. Do you have any questions about your child's work? ___yes ___no
7. Remarks or questions_____

_____

_____

_____

_____

_____

_____

LETTER OF RECOMMENDATION

_____
Date

To whom it may concern:

This student_____
(full name of student)

has been with _____

in the capacity of a student trainee from the _____

School for a period of _____(weeks/months).

(His or Her) job assignment was _____
(specify title of job)

which included the following activities: _____

_____
(specify major job functions)

(He or She) rated best on the following traits by (his or her)

supervisor:_____

_____.

I (would or would not) recommend _____
(student's first name)

_____
(state how strongly you would recommend)

for employment in this type of position.

_____
Name

_____
Title